

**MINUTES**  
**Learning Assessment Committee**  
**11:00 a.m. – 12:30 p.m.**  
**AA 177 (Lee Campus); E-105 (Charlotte Campus);**  
**G-109 (Collier Campus)**

	Present	Absent		Present	Absent
Patricia Arcidiacono		X	Barb Miley		X
D'ariel Barnard	X		Colleen Moore		X
Andrew Blitz	X		Dr. Kristi Moran	X	
Leroy Bigger	X		Dr. Katie Paschall	X	
Jane Charles		X	Dr. Jennifer Patterson	X	
Dr. Marius Coman	X		Dr. Elijah Pritchett	X	
Dr. John Connell		X	Dr. Caroline Seefchak	X	
Dr. Mary Conwell		X	Dr. Eric Seelau	X	
Dr. Eileen DeLuca		X	William Stoudt	X	
Thomas Donaldson	X		Dr. Amy Trogan	X	
Dr. Rene Hester	X		Dr. Joe van Gaalen	X	
Dr. Julia Kroeker	X		Dr. Richard Worch	X	
Margaret Kruger		X	Dr. Denis Wright	X	
David Licht	X		Terry Zamor	X	
Fernando Mayoral	X				
Dr. Lisa McGarity	X				

Guests: none

Note: There has been a change of venue for LAC meetings, and this was the first meeting held at the new meeting place.

- A. C. Seefchak opened meeting at 11:07am and welcomed the LAC.
- B. C. Seefchak addressed the September 2018 meeting minutes for approval.
  - a. No revisions suggested.
  - b. C. Seefchak asked for motion to approve. A. Blitz motioned to approve minutes as printed. T. Zamor seconded motion.
  - c. C. Seefchak moved that minutes be accepted.
- C. C. Seefchak addressed assessment coordinator succession and training.
  - a. C. Seefchak reminded LAC the rotation is a 3-year cycle and some are up at the end of AY 2018-2019. If you have a general member of other within your department who wishes to replace the outgoing member you may wish to offer them to attend LAC meetings during AY 2018-2019 as a learning experience.
  - b. A. Trogan asked if the procedure for new faculty is to be encouraged to join any particular committee (LAC included).

- c. J. van Gaalen added that the New Faculty Seminar includes discussions on assessment generally in November and December, and so that more discussion regarding new faculty joining may be prudent at that time.
- d. C. Seefchak noted those rotating off at end of AY 2018-2019 are:
  - i. K. Paschall
  - ii. R. Worch
- e. C. Seefchak also noted that a qualtrics survey will be coming out soon regarding your training as an assessment coordinator
- D. C. Seefchak addressed the SACSCOC meeting in December, 2018 and that the Provost's Office funds a LAC member to attend. Dr. E. Pritchett will be attending. Also, representatives from Faculty Senate and the GEAC will be attending.
- E. Course Level Assessment Updates from J. van Gaalen
  - a. From focus course lists we are adding MUM 2601, & FRE 1120/1121, while cycling out EDF 2085
    - i. This list may get updated still. Finalization will happen in November

AY2017-2018 Course-Level Assessment Focus Courses

Social Sciences	Humanities/Fine Arts
AMH 2010, AMH 2020	HUM 2211, HUM 2235, HUM 2250
PSY 2012, DEP 2004	PHI 2010, PHI 2103, PHI 2600
ECO 2013, ECO 2023	REL 2300
POS 2041	ARH 1000
	MUL 1010
Science	Education
BSC 1010, BSC 1011	EDF 2005, EDF 2085
ISC 1001C	
Speech and Foreign Languages	Mathematics
SPN 1120, SPN 1121	MAC 1105, MAC 1114, MAC 1140
SPC 1017, SPC 2608	MAT 0057, MAT 1033
Academic Success	Health Professions
SLS 1515	HUS 1400
REA 0019	CVT 2842
EAP 1640	
Business and Technology	English
GEB 1011, MAN 2021	ENC 0022, ENC 1101, ENC 1102
CGS 1000, CGS 1100	LIT 2000
ACG 1001	

Adding...

➤ MUM 2601

➤ FRE 1120 & 1121

Cycled out...

➤ EDF 2085

- ii.
- b. For GenEd Assessment
  - i. Emails have gone out. If you didn't get one, you were not selected for participation.

Assessment webpage

<https://www.fsw.edu/facultystaff/assessment>

Example

Date: October 3, 2018  
To: All Professors Selected for GenEd Assessment for 2018-2019  
From: Dr. Joseph van Gaalen, AVP, Institutional Research, Assessment and Effectiveness  
Subject: General Education Assessment Focused on "Visualize"

Professor Krueger, J.,

At the April 2018 meeting, the committee voted to assess the "Visualize" and "Engage" General Education Competencies during the 2018-2019 Academic Year.

In the new assessment plan, courses which were identified by faculty of that discipline as "Visualize" at the integral level can be randomly selected for General Education Assessment during Fall 2018 as part of the AY 2018-19 assessment plan. The following class has been randomly selected to provide an assignment:

CRN: 12861  
Course Name: CREATIVE EXPRES FOR YOUNG CHILD  
Subject and Course Code: CHD 1332, Section: 180, Enrolled: 18, Campus: Lee

The assignment provided can have any due date during the fall semester (if it is in Canvas, otherwise due date after Nov. 1 if it is hard copy), so we ask that you confirm the following information for the assignment no later than Nov. 1<sup>st</sup>.

- If the representative assignment is in Canvas, please reply to this email confirming which assignment in Canvas you intend to provide as representation and our staff can extract unscored student submissions from that assignment.
- If the representative assignment is not in Canvas, please provide assignment title, due date, guidelines/instructions for the assignment, and any other details you feel might be important for an independent scorer to review submissions (e.g. rubric, scoring method).

We also ask that students have included their ID# in the submission.

The Office of Academic Assessment will offer assistance such as making copies of the submissions so as not to impede of your scoring for the course.

We appreciate your cooperation and participation with this General Education Assessment. All of the General Education Competencies and their descriptions are available on the Assessment web page at <https://www.fsw.edu/assess/hybrid/assessment/genedcompetencies>. For your convenience we have provided the description for "Visualize" below.

**Visualize and engage the world from different historical, social, religious, and cultural approaches.**  
Understand how history, culture, and society shape and inform the human condition in the successful pursuit of academic and occupational goals. Understand how diverse cultures have interacted with, and continue to connect with, each other on a global scale. Engage in the comparative study of the values and traditions of diverse cultures. Understand and navigate the conventions, knowledge formations, practices, and discursive norms of society, culture, and the academy in order to improve and analyze one's own thinking, value diversity, and cultivate an open-minded approach to new ideas and social issues.

If you have any questions or problems you may contact the Assistant Vice President of Institutional Research, Assessment and Effectiveness, Dr. Joseph van Gaalen ([Jvangaalen@fsw.edu](mailto:Jvangaalen@fsw.edu)), or by phone 239-433-4945 (internal extension 18965). Thank you!

### Fast Facts

#### Visualize Sampling

- 25 of 116 course sections (22%) spanning 561 of 2862 possible artifacts (20%)
- 16 Traditional, 8 Online, 1 Dual Enrollment (Concurrent/Offsite)

#### Engage Sampling

- 32 of 184 course sections (17%) spanning 859 of 4771 possible artifacts (18%)
- 23 Traditional, 7 Online, 2 Dual Enrollment (Concurrent/Offsite)

- ii.
- iii. If you got one, thank you for responses that have already come in. This was another opportunity for course types to check in with their currently chosen Integral competencies, and because of that updates continue to happen with choosing Integral Competencies
- iv. For scorers, we collect more artifacts than are sometimes graded. We collect more than necessary to offset challenges from the variety of assignment types with unique media forms (Youtube links time out, for example).
- v. More directions about what kinds of artifacts can be submitted – hardcopy vs. canvas.
- vi. Unique question has come up: No, we cannot use extra credit assignments. In course level, validity and reliability is consistent due to the common attribute of the assignment. Since GenEd doesn't have this same consistency across different course types, we cannot use extra credit assignments.
- vii. E. Pritchett asks if faculty can still grade assignments in canvas
  1. Gaalen responds that as long as the student artifact submission is ungraded, faculty can absolutely assign a grade in the comments field in canvas without interrupting the GenEd process.
- viii. A. Trogan offers to assist with DE coordination
- ix. A. Blitz asked about what does it mean for an assignment to be downloaded without grading? Do you need a key for example?
  1. Gaalen responds that no, GenEd scorers are going to do their own grading based on a GenEd rubric and the scorer expertise, but it is helpful to include assignment guidelines associated with the assignment (the expectations communicated from faculty to students).

- a. A. Blitz asked if another course can be substituted instead for the GenEd assessment.
      - i. J. van Gaalen will respond at end of meeting.
- F. C. Seefchak opened an appeal for volunteers in the LAC to review a rubric from the School of Education (internal assessment) for commentary/suggestions. (SoE asked for LAC to review this rubric which is a teaching candidate observation instrument used to rate intern teachers in the field).
  - a. A. Blitz offered his assistance
  - b. T. Donaldson inquired deadline. C. Seefchak replied sometime mid-to-end November. T. Donaldson offered his assistance.
- G. C. Seefchak noted that the TLC has asked the LAC to contribute to professional development. C. Seefchak noted that the use of feedback data from previous GenEd assessments will be proposed as a method of developing professional development opportunities that incorporates GenEd assessment.
- H. C. Seefchak noted the next *DataVersed* issue will come out Monday, October 8<sup>th</sup>, 2018.
- I. C. Seefchak noted that twice a year the “Did You Know” newsletter comes out on October 15<sup>th</sup>.
- J. A. Blitz brought up the idea of making universal assessments with regard to GenEd and course level and embed them in all areas College-wide.
- K. R. Worch brought up that what is needed is a workload analysis and a job task analysis of what the LAC is supposed to do versus what the chair is supposed to do. He noted that those who are chair/LAC combined individuals is different. He noted that the work of the LAC is growing into something different than what was originally written because the rules of what is needed in Compliance Assist has changed. He suggested that what is needed is a proper workload analysis and job task analysis of what a LAC is tasked with doing before we get into whether they have the proper training or not to do it.
  - a. C. Seefchak responded that “cutting/pasting” was mentioned in a phone call between R. Worch and C. Seefchak.
  - b. R. Worch noted in Compliance Assist what is the workload going to be for the year because what is asked of Compliance Assist appears to be additional based on what SACSCOC said.
  - c. D. Wright noted that the LAC instructions is old, although the SACS requirements changing is not the case. SACSCOC is our contemporaries. “I don’t think you can train someone to that.” The Assessment Office is trying to get us to best practice, and that is what they are doing. We are getting better all the time. “Nobody will give us a set of rules. They are best practices.” We can look at the LAC and Chair job descriptions, but not the SACSCOC ‘rules.’
  - d. J. van Gaalen noted that training did occur and best practices papers are available from the Office of Accountability and Effectiveness.

- e. A. Blitz noted areas of latitude to cut/paste terminology. Some areas simply overlap.
- f. C. Seefchak added a qualtrics survey will be sent to the LAC to address these issues (as mentioned above).
- L. A. Trogan reminded all (with J. van Gaalen support) that the Research Lecture Series will be held on October 17<sup>th</sup> inside and outside the Rush Auditorium (J-103).
- M. C. Seefchak reminded of the PD breakout session, and will ask for a motion to adjourn.
  - a. T. Zamor motioned to adjourn
  - b. D. Licht seconded motion.

Meeting closed at 12:11pm

*Minutes compiled by Dr. Joseph van Gaalen*